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ABSTRACT

A survey to determine the employment status of sociology majors who had graduated from Winona State University, Minnesota, between Spring 1969 and Summer 1975 is described. The vast majority of the 157 respondents were in the labor force; under six percent were unemployed at the time of the survey. Findings indicate that most graduates became aware of their first job through personal contact while little effective use was made of services such as the university placement center. The three most important considerations in accepting jobs were financial need, geographic location, and relation to academic training. In addition to earning higher salaries, male respondents were also occupationally and geographically more mobile than females. Three out of four respondents agreed that their educational background in sociology had been beneficial in their work experience. Two complaints characterize the majority of negative statements. One criticism was that the curriculum had been too general; the second, that the degree did not help in finding a job. Suggestions for sociology departments in preparing students for careers at the bachelor's level are offered; 1) faculty should be better informed about available careers and should communicate this information to students; 2) students interested in working with people should be encouraged to do volunteer work in human service agencies; 3) internships should be available and should include placements in a wide variety of settings; 4) curriculum changes should be introduced; and 5) more attention should be focused on the job seeking process. (KC)

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EMPLOYMENT PATTERNS AMONG SOCIOLOGY MAJORS AND THEIR IMPLICATIONS FOR CAREER PLANNING AT WINONA STATE UNIVERSITY

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Employment Patterns Among Sociology Majors
And Their Implications for Career Planning at Winona State University

Given the popularity of undergraduate sociology, especially during the late sixties when sociology classes were growing faster than college enrollment generally, it is somewhat surprising that, until recently, sociologists have paid so little attention to undergraduate education in sociology. While it is evident that this recent increase in interest in undergraduate sociology is at least in part a response to the unprecedented downturn of the college job market in the 1970s and the threat of declining enrollment, there has still been relatively little work done on the question of what one can do with a Baccalaureate degree in sociology.

The American Sociological Association, for example, innaugerated its first annual audit of undergraduate departments in 1974 after downward trends in introductory course enrollments and in the number of undergraduate majors were detected in graduate departments of sociology[1], and the National Center for Educational Statistics had reported figures indicating that sociology enrollments had not been keeping pace with general enrollments.[2]

The results of the first annual audit of undergraduate sociology departments actually showed an increase in the number of Baccalaureate degrees granted in sociology and, interestingly, that the majority of degree granting departments (80.4 percent) said that their graduates tended to go directly into the job market rather than into graduate school.[3] This was apparently occurring despite evidence that the employment prospects and occupational attainment of college graduates in general were deteriorating.[4]

If people with bachelor's degrees in sociology, usually seen as

more of a liberal arts field than a vocational field, were going into the job market at a time when students reportedly were shifting from the more academic areas to more vocationally oriented specialties[5]; what did this say about the goals and occupational choices of sociology majors?

Little is known about the career goals and occupational attainment of undergraduate sociology majors, although it has been reported that sociology majors are predominantly women with vocational goals.[6] It has also been stated that the bulk of sociology students are aiming for careers as social workers.[7] It is not clear what has happened to these career goals given the changing realities of the job market.

In addition to the changing college job market, there are at least two other elements that figure into the realization of students' career goals, the faculty and the curriculum. Concerning the faculty, it has been found that sociologists in academic settings are overwhelmingly committed to the goals of general education.[8] Given the reported vocational interests of most sociology majors, this raises questions about the compatibility of student and faculty interests.

As for the curriculum, the ASA section on undergraduate education has noted that information on curriculi emphasizing marketable skills at the undergraduate level has been frequently requested along with information on the job market for undergraduates.[9] Little information of this type is currently available although local and regional organizations have recently focused attention on the problem.[10]

Given these questions and concerns as well as the paucity of relevant information, what can be done by undergraduate departments to assess their performance in terms of the needs and interests of their majors? One,

rather obvious first step, would be to find out what former graduates were currently doing and ask them. A second step would then of course be to use this information in advising students and in deciding what, if any, curriculum changes might be necessary or desirable given the department's goals and resources.

THE SURVEY

At Winona State University the first step was taken by developing a short questionnaire which was mailed to all Sociology and Social Science/Sociology concentration majors who had graduated from Winona State between Spring, 1969, and Summer, 1975. The questionnaire included data on demographic characteristics, data about education and employment data. Questionnaires were sent in November, 1975, to 296 graduates, 54 percent of whom were male, 46 percent were female. Completed questionnaires were returned by 157 (53 percent) of the former students, 53 percent of whom were male, 47 percent were female.

The majority (86 percent) of the respondents had majored in sociology with the remainder having social science majors with a concentration in sociology. Approximately one out of four (26 percent) had a double major in sociology and psychology.

Psychology was also the most frequently reported minor with 37 percent of all respondents listing it. Business administration was the second most frequently reported minor with 7 percent of the respondents. History and political science were the next most often reported minors with 6 percent each and geography was chosen as a minor by 3 percent of the total.

Approximately 24 percent of all respondents went on to graduate school. Of these, about one out of three (32 percent) did their graduate

study in social sciences other than sociology, about one out of five (19 percent) reported social work as their area of concentration, while sociology and vocational rehabilitation were each chosen for graduate study by approximately 10 percent of those who went on to graduate school. At the time of this survey 9 percent of the respondents were in graduate school.

EMPLOYMENT PATTERNS

The vast majority of respondents, however, were in the labor force; just under 6 percent were unemployed at the time of this survey as seen in table 1 showing nongainful employment by sex. It should be noted that an analysis of response bias revealed that recent graduates were slightly overrepresented and, as they probably faced a tighter job market than did earlier graduates, this may be reflected in the number unemployed.

Table 1. SEX BY NON-GAINFUL EMPLOYMENT AT TIME OF SURVEY

	Males		Females	
Activity	#	%	#	%
Homemaker	0	0.0	4	33.3
Military Service	2	11.2	1	8.3
Graduate or Prof. School	9	50.0	5	41.8
Unemployed	7	38.8	2	16.6
TOTAL	18	100	12	100

Nearly 41 percent of all respondents indicated that they accepted employment immediately after graduation. Of those who did not, close to one half (47 percent) found jobs within three months, and about

four out of five (81 percent) were employed within seven months after graduation. Table 2 shows the length of time from graduation to first employment.

Table 2. TIME FROM GRADUATION TO FIRST EMPLOYMENT

	Percent
0-3 months	47%
4-7 months	34
8-11 months	8
1 year or more, less than 2 years	5
2 years or more, less than 3 years	3
3 years or more, less than 4 years	1
Other	1

N = 62

Those who did not accept immediate employment after graduation offered various explanations (e.g., marriage or family care, travel, etc.), but fully 29 percent of them stated specifically that they were unable to find employment related to their academic training. This response was sometimes qualified with a statement that they could not find relevant employment in the particular geographic area where they wished to locate.

Respondents were also asked how they became aware of their first job following graduation. As table 3 shows, personal contacts played a very large role while little effective use was made of services such as those provided by the University Placement Center.

Table 3. SOURCES OF INFORMATION LEADING TO EMPLOYMENT AFTER GRADUATION

	Number	Percent
Personal Contacts	73	54
Employment Agency	19	14
Newspaper or other advertisement	18	13
University Placement Center	6	4
Other	20	15

N = 136

Respondents also ranked various considerations in accepting their first job after graduation in order of importance. The three most important considerations ranked as follows: financial need, geographic location, and related to academic training.

Approximately 73 percent of all respondents reported they were employed full-time at the time of this survey and an additional 9 percent indicated they were in part-time positions. Table 4 below shows the areas of employment of both full-time and part-time graduates (see also Appendix A).

Table 4. PRESENT OCCUPATION INFORMATION

	#	%
Social Service Occupations	32	25
Office and Clerical Occupations	19	15
Education and related Occupations	14	11
Health Occupations	12	9
Industry and Production Occupations	11	9
Service Occupations	9	7
Sales Occupations	9	7
Scientific and Technical Occupations	7	5
Administrative and related Occupations	6	5
Communications and related Occupations	5	4
Transportation Occupations	2	2
Construction or Self Employed	1	1
	N=127	100

The annual salaries earned by respondents working full-time in these positions in 1975 are reported according to sex in table 5.

Table 5. SEX BY ANNUAL INCOME FOR PRESENT JOB (FULL-TIME)

Salary Range	Males		Females	
	#	%	#	%
$4999 or less	0	0.0	6	12.0
$5000 - $6999	7	10.9	19	38.0
$7000 - $8999	7	10.9	9	18.0
$9000 - $10,999	14	21.8	7	14.0
$11,000 - $12,999	14	21.8	5	10.0
$13,000 - $14,999	8	12.6	3	6.0
$15,000 - $16,999	9	14.1	1	2.0
$17,000 - above	5	7.9	0	0.0
TOTAL	64	100.0	50	100.0

N = 114

In addition to earning higher salaries, male respondents were also occupationally and geographically more mobile as shown in tables 6, 7 and 8.

Table 6. SEX BY NUMBER OF JOBS SINCE GRADUATION

Number of Jobs	Males		Females	
	#	%	#	%
One	35	53.1	48	71.6
Two	25	37.9	10	14.9
Three	4	6.0	8	11.9
Four	2	3.0	1	1.6
TOTAL	66	100.0	67	100.0

N = 133

Table 7. SEX BY FULL-TIME OR PART-TIME EMPLOYMENT

Type of Employment Held	Males		Females	
	#	%	#	%
1 job part-time	14	21.3	16	24.0
1 job full-time	21	31.8	31	46.3
2 or more jobs, all part-time	2	3.0	1	1.6
2 or more jobs, all full-time	25	37.9	10	14.9
2 or more, mixed	4	6.0	9	13.2
TOTAL	66	100.0	67	100.0

Table 8. SEX BY LOCATION OF JOB

Location	Males		Females	
	#	%	#	%
Has held only one job	35	53.1	48	71.6
2 or more, same city	21	31.8	12	17.9
2 or more, same state--different location	9	13.6	7	10.5
2 or more, including foreign	1	1.5	0	0.0
TOTAL	66	100.0	67	100.0

When asked whether or not their educational background in sociology had been beneficial to them in their work experience, nearly three out of four of those responding said it had been while about one out of five said it had not as shown in table 9.

Table 9. WAS EDUCATION IN SOCIOLOGY BENEFICIAL IN WORK EXPERIENCE

	#	%
Yes	105	74.0
No	30	21.0
Undecided	7	5.0
Total	N=142	100.0

Further examination of the statements (see Appendix B) offered by respondents as to why they felt as they did about their sociology major provides additional insight. Most of the positive comments could probably be best summarized by the statement that sociology had been helpful to them in dealing with people. Other less positive statements appear to suggest that others felt their major had been helpful only as a degree and a degree was needed for their job. On the negative side, two complaints seem to characterize the majority of the statements. One criticism seems to be that the curriculum was too general and that more specific skills and practical experience should have been stressed. The second, and perhaps related, complaint appears to be that their degree simply did not help them get a job.

IMPLICATIONS AND SUGGESTIONS

Given this information, the next question is what, if anything, can or should be done at an undergraduate level to make sociology graduates more attractive in a competitive job market? The data from this survey seem to indicate the following suggestions would help better prepare

students, at least at Winona State University, for careers at the bachelor's degree level without making them less competitive toward meeting graduate school requirements.

(1) Students should be encouraged early in their academic experience to consider career options and how best to prepare for them. Among other things, this will require that departmental faculty become better informed about careers available to sociology majors and communicate this information to their students. Professional sociologists working in nonacademic settings might be one valuable source of this type of information.

(2) Vocationally inclined students who are interested in "working with people" should be encouraged to become involved in volunteer work in human service agencies. In addition to providing a worthwhile service, such involvement may also prove helpful to the students in terms of career exploration as well as in providing valuable work experience.

(3) More formally, mini-internships might be developed and made available to students for purposes of career exploration early in their academic experience. By giving majors an opportunity to come in contact with areas of employment for which they might eventually qualify, students would be better able to tailor their coursework to job requirements.

(4) Internships in general should be expanded to include placements in a fairly wide variety of settings where a sociology major, perhaps with an appropriate minor, would be relevant. The range of possibilities for such placements needs much further exploration. Again nonacademic sociologists could be helpful in this regard.

(5) Within the limits of staff and resources, curriculum changes such as more specialized course offerings and various options for concentrated study could be introduced to improve the employment prospects of sociology majors. By providing the student with some specific skills and a transcript which indicates a degree of specialization, while retaining the traditional core courses, the student should enjoy the benefits of a general education in the form of the so-called sociological perspective while at the same time profit from having identifiable and more marketable skills and experience.

(6) More attention should also be focused on the process of job seeking. The heavy reliance on informal sources of information leading to first employment, as revealed in this survey, seems to indicate that many students not only need more and better information concerning jobs available to them, but they very likely need advice and assistance in the job hunting process itself. More contact and cooperation between the department and university placement office could be productive.

As many of these suggestions have already been implemented at Winona State University, future surveys of this type will be needed to evaluate their overall effectiveness and to monitor trends in employment opportunities for undergraduate sociology majors.

APPENDIX A

SEX BY NATURE OF PRESENT JOB

JOB	MALES	FEMALES
Foundry or factory worker	6	2
Manufacturing inspector	1	
Horse Trainer		1
Small business owner	2	
Clerical Workers	2	12
Banking Workers	2	2
Insurance Workers	3	1
Food Service Administrators	1	1
Housewives		2
Police Officers	2	
Security Guard	1	
Postal Mail Carrier	1	
Parole Officer	1	
Probation Officer	1	
College Teacher	1	1
Elementary Teacher	2	2
Secondary Teacher	1	1
Kindergarden Teacher	1	
Head Start Teacher	1	1
Aid to teachers		3
Administration Analyst	1	
Special Ed. Teacher		2
Insurance Salesman	1	
Retail and Wholesale salesworkers	7	4
Airline Worker	1	
Railroad clerk	1	

JOB	MALES	FEMALES
Telephone Co. Workers		3
Conservation Worker	1	
Engineer	1	
Medical Technician	1	
Urban Technician	1	
Urban Planners	2	
Medical Records Technician	1	
Nurse		1
Therapy and Rehabilitation Workers	3	2
Hospital or Sanitarian Administrators	3	2
Psychometrist		1
Employment Counselor	1	2
School Counselor	1	
Rehab. Counselor	2	3
Social Workers	7	11
Court Related Social Workers	1	3
Laborer	3	
Farmer	1	
Newspaper Reporter	1	
Newspaper Writer		1
Photographer	1	
Survey Worker	1	
Accountant	1	2
Claims Clerk		1
Vista Volunteer	1	
Semi-Driver	1	
Bus Driver	1	

JOB	MALES	FEMALES
Military or Govern. Job	2	
Dispatcher		1
Public Safety Officer	1	
Welfare Office Worker		1

Approximately 82 percent of all respondents indicated they were presently employed. Nine percent reported they were employed part-time with the remainder holding full-time positions.

APPENDIX B

Question: Do you feel your education in sociology has been beneficial in your work experience?

Responses:

- I feel that my education in sociology gave me tools necessary to properly research subjects so that I can adequately prepare myself for clients on a day to day basis.
- It gave me an awareness of people and the roles that they play.
- I teach sociology to 8th grade students.
- Yes, I thoroughly enjoyed my Soc. courses with Mr. Connell and have remembered and used a great deal of the content and philosophy. No, it, at the time, did not serve for a Social Work background.
- I work in student personnel and my knowledge of people and how they act and react in various situations is a great help.
- everything helped!
- Sociology background in human behavior, social work, interviewing techniques all have aided me in my present work in special education.
- Knowledge of human behavior, deviancy, concepts of societal change, dynamics of society and groups, subcultures, counter cultures, and statistics are definitely involved in daily understanding of clients and job function.
- Probably as good as any degree in social sciences to go into social work or teaching
- It gives me more insight into family situations of my charges. This job only requires a high school degree. It did not prepare me in any way for working with (retarded) developmentally delayed children and adults. Previous experience is what got me this job. It might be of interest to note that I have worked with many others with the same degree I have--some from much better known schools.
- I feel my Soc. Ed. courses have helped me deal with and understand the human being a lot better. I have also been able to look at myself in many different ways.
- The one class which was most beneficial was Social Work and my work experience in that class.
- It was one of the reasons for receiving the position, but the course work itself did not prepare me for the position--I feel there was a greater need for interviewing skills and counseling skills then just theory.
- Haven't had the opportunity to use it in any work since graduation; certainly would like the opportunity.
- It has helped me in dealing with the public, however, my position as a secretary in the Winona State University Admissions Office does not allow me to use the knowledge I have gained from my college degree to the fullest extent.
- I work with the public constantly, and my present position has afforded me contacts which promise an opening soon in the field of sociology, specifically, the mentally retarded.
- I feel my sociology experience has been very beneficial to me because my daily work involves a lot of patient contact. It also has helped in that I had an internship at the Watkins Home. I am now in charge of patients in the C & R unit in regards to their diets. This is a tremendous help--it has given me much insight into better ways of communicating with them.
- Any high school student could do the work I am doing. I do however feel that my college education was worthwhile because I am further educated than 90% of my co-workers.
- Not in my work experience, but in my life in general--and in the outlook for my future. I have a clerical job which sometimes utilizes basic human relation skills.
- I work along with a lot of people--understanding moods of others when under pressure, etc., really comes in handy.

Responses cont.

- Though I am presently in social work, the sociology courses provided a foundation to work from.
- Although my schooling at WSC gave me the needed background for this job, I don't remember anything directly related to children; but my job in the Willmar Police Dept. and the U.S. Army helped in just trying to understand people and gave me invaluable help in relating to them.
- So far I have not been able to find a job in the area which I now live (Twin Cities). I have been looking since Aug. 1975.
- Observed students going into Field of Sociology based on Introductory course taught at my school. Useful in other courses I teach as well.
- Up to this time, I would say it hasn't been beneficial at all--in fact, for a lot of jobs employers don't want college graduates. Employers would rather have high school graduates so they can train them and pay them less. Hopefully, in the future more jobs in the sociology field will open up, but until then my B.A. degree will not help me earn a living, so I have been relying on my typing skills I learned in high school!
- It helped me to understand and communicate with different types of people and relate to their problems.
- I believe it was beneficial. It helps me in personal situations. As far as Sociology as a career, the field is pretty tight in the sense that it almost requires an individual to have a Masters and 2 years experience.
- I have not consciously applied my education in Soc. to semi-driving or farming.
- I enjoyed sociology so much--beneficial in any area--also a benefit in dealing with people in any job situation.
- Helped somewhat in understanding people.
- The college atmosphere itself was probably more beneficial than anything but soc classes that offer mainly group discussion and teachers willing to listen were very beneficial also.
- Currently doing unskilled labor
- As was needed to take social work exam
- Unless an internship with a social agency (much like student teaching for education majors) is a requirement for a Sociology major, there can be no benefits in the current curriculum. This will better prepare a student for his work experience.
- It has helped me advance to supervisor.
- I work with rehabilitation patients, helping them to readjust to their handicap. They will be relating to people as well as themselves. Therefore I am using some soc background to help facilitate and develop new interpersonal relationships.
- I feel it has helped me to deal and communicate better with all scales of the economic ladder.
- To a degree, however, there is no better teacher than experience.
- My work seems to complement my education. The large numbers of people I come in personal contact with and the large cross section of the general population is educational in a behavioral science perspective. But an 8th grader could do the job I'm doing--when I was hired a college degree was desirable only because of the surplus of college degrees. Before that surplus a high school education was required and before that surplus anyone who could write. The work I do is simple clerical work under all the bullshit I have to take while I'm doing it.
- I get a chance to use much of the material U.S.U. is responsible for. Since I work mainly with psychological disorders in our residents, I use more of my psychology background than sociology.
- No social worker course work was a part of the program and therefore the program lacked any content in regards to a world of work!!
- I am in computer programming.
- As basis for decisionmaking and contacts with people.

Responses cont.

- My sociology-psychology background has helped with my current employment as a day care mother in understanding motivations and problems. However, at the time I was seeking outside employment, I never obtained a job requiring a college degree.
- In that it helps in dealing with people.
- One doesn't need a background in sociology for retail sales.
- More able to understand different situations that arise among my clients.
- But not limited to work experience. I believe it has been beneficial in many phases of my life.
- You tell me what sociology has in common with Industrial Engineering. I was selected for the job because of my prior working experience with the company while attending college.
- Yes - as a general liberal arts background No - if in reference to job marketability. A minor in a science or business could be extremely helpful in adding to chances in the general job market. Unfortunately, sociology is not regarded as a skill.
- Relevant, but being an AFDC recipient was more relevant. It gave me a basic knowledge of the Social Services that are available to clients and why they are the way they are.
- Yes, it has been beneficial; however, I feel another major would have been beneficial.
- My contacts with sociology dept., although rewarding, were not extensive enough for me to be included in this worthwhile survey.
- My job deals directly in group work, family work, statistics and the understanding of the juvenile delinquent and his surroundings.
- It was a good combination with nursing.
- I feel that the 4 years I spent in Winona at school were beneficial--whether or not the soc. education was helpful, I can't say. More so, I think the entire experience of being at school, the various contacts, etc.
- Sometimes I have to work at the complaint counter and many situations have arisen that my educational background helped, such as calming a customer, patience, fuminess.
- In my work I am dealing with people from various social and economic backgrounds. My experience in sociology helps me better in understanding them and their problems.
- It is a clerical position which a high school graduate could perform as easily.
- The courses I took through the Soc. Dept. I have found to be applicable to my jobs; especially the two internships I completed. I feel a course on Social Service Agency's and the fundamental policies of agencies would be beneficial to Soc-Students seeking employment in such areas.
- Need to understand basics in human nature and society in dealing with clients every day.
- Instructors very limited in personal contacts with students. Too much classroom learning and not enough experience initiated. No idea of where to look for a job upon graduation not having much field experience.
- Dealing with people in somewhat tense situations everyday, I have found that I can manipulate their actions to a certain extent by use of psychology and my knowledge of the behavior of people.
-Presently, as an accountant clerk my background in sociology has not helped my position as far as the job goes but it has helped in understanding the working relationships involved with my job. I have joined Winona Volunteers and am currently being considered for work in presentence investigation for which my sociology background and knowledge will be a big help.
- I am working with emotionally disturbed children and both of my majors are definitely helpful in understanding the children and their problems.
- I feel any knowledge you obtain helps you at some time.

Responses cont.

An undergrad soc degree is only valuable as a degree, period. As far as sociology goes, it's not specific enough to be of value. Everybody has one. Unfortunately jobs are scarce. I still believe soc is a good subject, however not employable.
- Meeting and dealing with people daily.
- But, I could've used more practical education i.e., book learning is not enough one needs to know how to apply it and this comes only thru experience.
- I feel Theory & Method helped me gain more confidence in anything I do. Other sociology courses gave me some introduction into what I am being exposed to at this time.
- Any major would have been beneficial to my job, because I learned about life, the good and the bad points.
- Through my internship which I completed I received a job in the same place through the experience received.
- Rating Scale: 5 Excellent 4 Good 3 Fair 2 Poor
Soc. Science Curriculum (Class preference and maj. course requirements) 5
Faculty 5 Course Framework (vs. work experience) 3 Suggestions:
Jr./Sr. internships "2 Qtr. phase" -- more agency personel lectures schedules
-Any understanding of people helps to function more effectively with them.
-I'm a journalist, and almost any kind of education is valuable in this kind of work. The best court coverage, for example, comes from reporters whose degrees are not in journalism, but law.
- Given me a more indepth insight into various cultures. Has made me more sensitive in understanding peoples' needs in regards to relating with them, their personal backgrounds. Also, I feel that having a degree has helped me advance within.
- I feel that my on the job training was much more beneficial than courses in college. I feel that a degree in social work may have been more specific and therefore more helpful to me. The courses provided basic understanding, but very little practical material for social work.
- Not specifically. The college experience in and of itself builds personality basis and teaches one the means and desire to further your learning. My position needs a background in psychiatry and group therapy principles.
- My background in sociology helped me get my first job and is very helpful in dealing with students in the classroom.
- Although I am an administrator of a nursing home the background I have in caring for and working with people is more important than the business part of my job. If we can provide the needed services to our elderly we will never have economic problems because people know we care and will come to our facility. Caring for people is the most important quality in a person. My education has developed my skills to care for people and has been my greatest asset in working with, working for, and working under people.
- It has given me the opportunity to understand group behavior and individual application of group impact upon policy making.
- I believe sociology is a very weak discipline, but I enjoyed the people involved with soc. I believe my association with these people has had some positive influence on my life in general.
- Not for this type of work.
- I believe that the sociology courses taken at Winona State were of quality and substance. I hold a special regard for Larry Connell for his guidance and as a master teacher during my graduate work. Mr. Connell's wisdom will always affect my life and my life's work.
- (1) Doesn't train you for any work (2) Suggest a "social work" degree instead of a plain sociology degree. At this time a degree in sociology is worthless. I am untrained and unskilled. Having a degree in sociology is comparable to having a High School diploma. It's a great and interesting subject, but it leads you nowhere.

Responses cont.

- I think it has helped me handle many situations that have been sticky--situations my boss and no one else in the office will handle. It has also helped me handle my boss! In addition I've become involved in community activities--I'm setting up a Big Sister program here and helping rejuvenate the Big Brother program. I'm also currently working on a haunted house to benefit the Big Sis and Big B programs--and do volunteer work with a handicapped center.
- There was no practical knowledge given, no work on therapy or ways to apply them. Stimulation was not given to check into other things. Nothing was covered as to areas of work a person could get into. There was no real preparation for entering working field.
- Everything you learn is beneficial at some time or another but nothing like actually experiencing the job of a social worker. When I began I tried to use things I learned at Winona State but after a while you learn to develop your own ways of dealing with the problems you encounter.
- WSC is unrealistic with no hint of the real world. I was given hopes that could never be fulfilled.
- I feel that more psychology could have helped me. Gestalt Therapy and therapy in general helped me--these I studied while working.
- My backgroumd in sociology has definitely helped. I work mainly with school children in a testing capacity. However, it was my Psychology major which was necessary for me to get this job.
- It was somewhat of a pre-requisite for the job. It was somewhat helpful in understanding the people I meet and attempt to assist.
- Two courses in any thing at this level (undergraduate) really can't do that much for a person.
- Gave me a general background good in any job dealing with people.
- Obviously not. I can't get employment that is even related to the field of sociology. Therefore, my education has not benefitted me as far as even getting employment.
- I was unable to find a job using my education in sociology. My business minor was more beneficial in obtaining a job in this area.
- I think if I had gone out and done more community work as with internship, etc. I would be more qualified as experience counts much more for jobs now than a degree, although the degree gives me a chance at jobs but have not had the experience required to get a job.
- My education had no part in getting my present job, nor does it play any role.
- In dealing with people, but not paperwork.
- My education has been beneficial but not as far as obtaining a job.
- The background in psychology and sociology has been a great benefit to me in my present job. I deal with people a great deal and at times have to recall certain things in which I acquired from college. I admit the sociology department could have had more courses in criminology, but then it is still a young department branching out. Eventually I hope they have more courses in this field.
- To an extent--but very minimal. In order to find a job you need practical experience more than an academic background. The soc dept. has to stress to the student the importance of the internship. Experience is what they want not to know you can sit on your butt and take notes.
- Have not had a chance to make good use of it. Because of lack of jobs in the field I wish to go into.
- Soc. is a lot of common sense put to use so just in everyday dealing with people is putting it to use.
- To some degree--experience is more important than a degree.
- No chance to use it.

Footnotes

[1]"Grad Departments Report Downward Trend in Undergraduate Enrollments," ASA Footnotes, (November, 1974) p. 4.

[2]Kurt Finsterbusch, "Academic Job Market Report: Some Good News and Some Bad News," ASA Footnotes (December, 1974) p. 7.

[3]Joan R. Harris, "1st Undergrad Audit Compares Grad-Undergrad Depts." ASA Footnotes (February, 1975) p. 4.

[4]Richard B. Freeman, The Overeducated American, N.Y., Academic Press, 1976, p. 184.

[5]Ibid., p. 184.

[6]Joseph Zelan, "Undergraduates in Sociology," The American Sociologist (February, 1974) p. 14.

[7]Ibid., p. 12.

[8]Ibid., p. 14.

[9]James C. Kimberly, "Report of the Section on Undergraduate Education," ASA Footnotes (August, 1975) p. 16.

[10]The Midwest Sociological Society has featured sessions where the topic has been discussed at the last three annual meetings (1974-76), and Sociologists of Minnesota included a workshop dealing with career opportunities in sociology as early as 1972 at its first annual meeting.